




Ilford County High School

Curriculum Statement

(Summer 2019)

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| The adoption of this model was approved by the Governing Body on: | 16 th May 2019 |
| Signed by the Chair of Governing Body: |  |
| Next review date for this policy: | Summer 2020 |

ICHS Curriculum Statement

September 2019



The ICHS Governing Body Aims and Vision for our school are:

Empowering to Excel

By Learning Together

Our Vision is:

ICHS continues to be a center of excellence that offers a challenging and inspirational learning environment delivering exceptional educational outcomes and strong character development.

Our Aims are:

To continue to be a leading UK grammar school achieving the highest level of education by preparing our young men for a successful future in modern Britain and the world.

We will do this by ensuring students leave ICHS as well rounded, resilient young men with confidence and an ability to take on any challenge they may face in the future. Students should be prepared, when appropriate, to learn from set-backs and have the confidence to face challenges. Students should attain the highest possible outcomes at GCSE and A Level, allowing them to achieve their future aspirations.

Statement of Intent:

Our curriculum supports the Governors Vision for the school by:

- Providing a broad and balanced education for all pupils
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Supporting pupils' spiritual, moral, social and cultural development
- Supporting pupils' physical development and responsibility for their own health, and enabling them to be active
- Promoting a positive attitude towards learning. To be able to learn from setbacks and to have the courage and confidence to face challenges.
- Ensuring equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Providing subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Developing pupils' independent learning skills and resilience, to equip them for further/higher education and employment

Implementation:

Ilford County High School is a specialist grammar school for boys. As such we offer a highly academic education to the young men who attend our school. We work hard to provide an inspirational and challenging education within a supportive learning environment.

- In Key Stage Three all students study the National Curriculum. This allows students to explore a wide variety of curriculum content and skills building knowledge and understanding for future study.
- Students make their creative subject and language choice at the end of Year Eight and the remainder of their subject choices in Year Nine. This creates a three year Key Stage with Year Nine acting as a foundation year for GCSE study.

Students have the opportunity to focus on their chosen creative subject and language, the additional time invested in their chosen subjects at this earlier stage ensures a firm foundation for study at GCSE and that the study of these important subjects is given equal status and commitment throughout Key Stage Four.

- In Key Stage Four all students study our **'English Bacallaureate Plus'** course. This means every student studies all elements of the English Bacallaureate **plus** a creative subject. We feel that the broad and balanced curriculum of the English Bacallaureate suits the more academically able profile of our students whilst the addition of a creative subject to the helps further develop a student's higher order thinking skills, vision and ingenuity.
- In Key Stage Five students, study for either three or four A Levels. They also complete non examinational courses in Learning for Life, Supervised Study and PE.

ICHS believes that preparing our young men for a successful future in modern Britain and the world is about more than achieving excellent examination results. As such Higher Order Thinking Skills are taught alongside subject content and subject specific skills. These Higher Order Thinking Skills are delivered through the ICHS Habits of Mind whilst encouraging positive behaviour and attitudes, and the personal development is delivered through the ICHS Values and wider links.

ICHS VALUES

**INTEGRITY
COURTESY
HARD WORK
SUCCESS**

ICHS HABITS OF MIND

**RESILIENCE
MINDSET
PROBLEM SOLVING
LEADERSHIP
COMMUNICATION
TEAMWORK**

WIDER LINKS

- British Values
- Careers
- Cross - Curricular Links
- Learning for Life
- Safeguarding
- SMSC

Key curriculum areas such as Careers Education, Citizenship and Sex and Relationship Education are delivered through a program of **UpSkill Days** and are supplemented by work undertaken in the pastoral and academic learning programmes.

Spiritual, moral, social and cultural development and British Values are delivered primarily through the pastoral learning programme and are strongly supported by the academic learning programme and UpSkill Days.

All staff contribute to the development of short, medium and long-term planning of programmes of learning. Classroom teachers are responsible for the quality of teaching and learning within their classrooms, Middle Leaders are responsible for the quality and monitoring of teaching and learning within their areas of responsibility. The Senior Leadership Team are responsible for the quality and monitoring of teaching and learning across the school.

Monitoring Impact:

The quality of the curriculum we teach is monitored carefully by teachers, middle leaders, senior leaders and governors. The school uses a wide variety of methods which include:

- Lesson visits and lesson walks
- Work scrutiny and student voice
- Data captures and subsequent learning dialogues
- Shared planning and the sharing of good practice
- Reviews of examination results

Senior leaders are responsible for the quality of education across the school whilst middle leaders have responsibility for monitoring the quality of curriculum delivery in their areas of responsibility. All staff have a responsibility to embrace the quality assurance programme and embrace feedback to improve the quality of the education we provide for our students.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging and rewarding work for all groups, including: More able pupils and those with lower prior attainment (within our context), Pupils from disadvantaged backgrounds, Pupils with SEN and Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Wherever possible students study the whole ICHS curriculum.

Further information can be found in our statement of equality information and objectives, and in our SEN policy